

Demystifying Statewide Assessment for Students with Disabilities

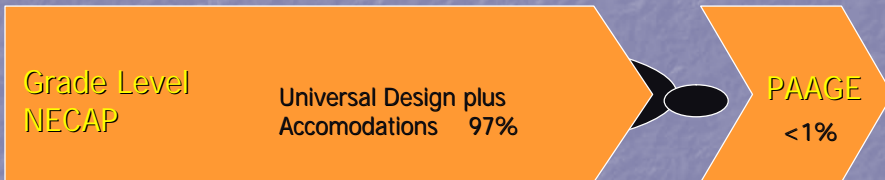
September 19, 2007
Central Elementary School

Today's Learning Intentions

- Review current Big Picture of statewide assessment
- Examine 2006 NECAP results for SWD
- Discuss appropriate interventions to improve results
- Learn to interpret NECAP student reports *
- Initiate the special education Network dialogue

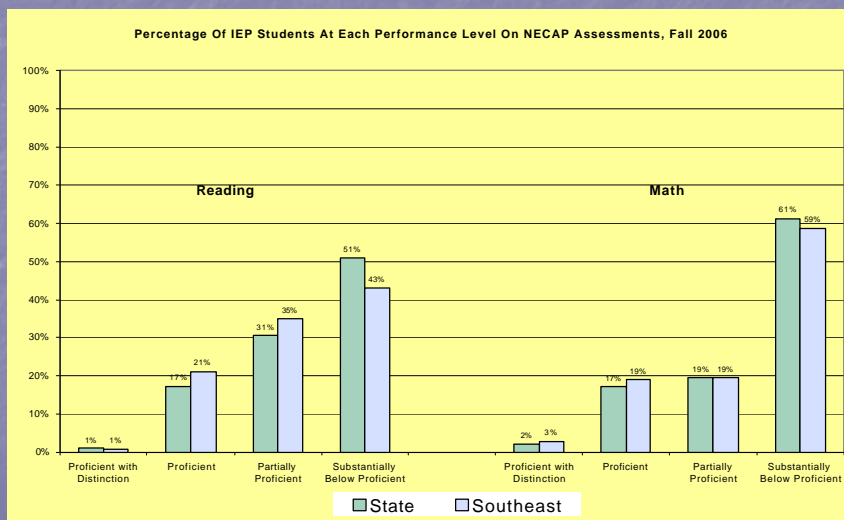
The Big Picture

It's not a perfect world....



- No Out of Level (Performance Level) Testing
- No Modified (2%) Assessment

How 'well' are kids with IEPs doing?





NECAP Achievement Levels

Achievement Level Descriptions

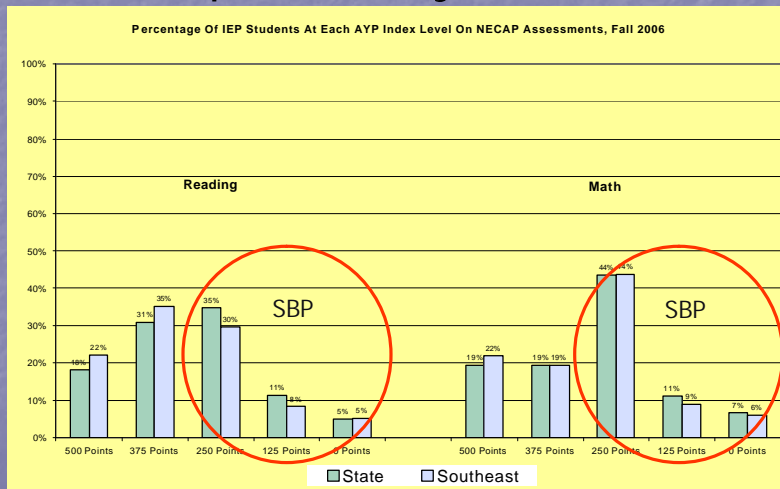
Proficient with Distinction (Level 4) – Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills

Proficient (Level 3) – Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.

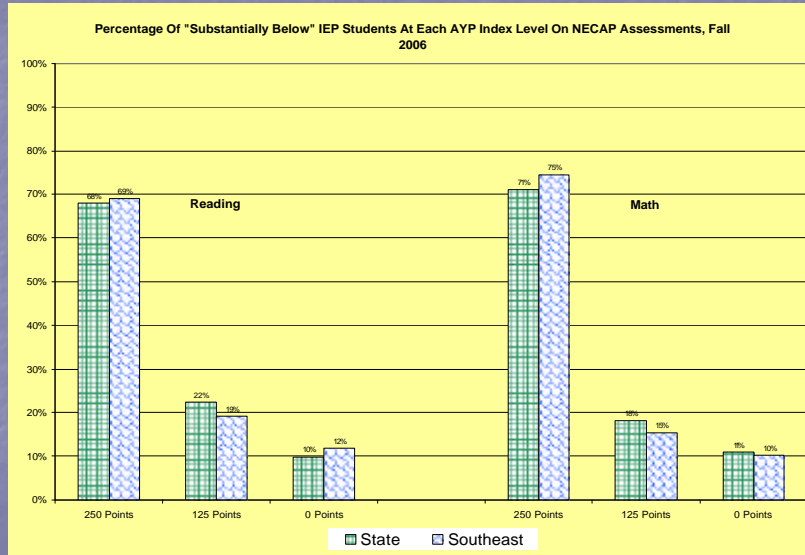
Partially Proficient (Level 2) – Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations

Substantially Below Proficient (Level 1) – Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

How about kids at the lowest proficiency level?



Taking a closer look at SBP



NECAP Achievement Levels

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"Reasonable and Meaningful Participation"

Inside the black hole...

Approved Accommodations

Testing vs Teaching

PLOP finder

Practice tests/Released Items

Proctoring vs Picking

Test Accommodation Basics

- All students
- Table of Standard Test Accommodations (Aug 07)
- Team decision
- Familiar to student and test administrator
- Documented in student plan (IEP, 504, EST)
- Coordinated *pre*-planning

"Accommodations"

From the NECAP Administrator Training Guide

Test accommodations are changes in format, administration, response, setting, timing, or scheduling that do not alter in any significant way what the test measures or the comparability of results. When used properly, appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Valid or Invalid?



Accommodations:

The definition:

"Test accommodations are changes in format, administration, response, setting, timing, or scheduling that do not alter in any significant way what the test measures or the comparability of results.



Modifications:

The definition:

"Test modifications are changes in format, administration, response, setting, timing, or scheduling that do alter what the test measures and/or the comparability of results.

TABLE OF STANDARD TEST ACCOMMODATIONS

Any accommodations utilized for the assessment of individual students shall be the result of a formal or informal team decision made at the local level. Accommodations are available to all students on the basis of individual needs, regardless of disability status.

<p>A. Alternative Settings</p> <p>A-1 Accommodate the test individually in a separate location</p> <p>A-2 Accommodate the test in a small group in a separate location</p> <p>A-3 Accommodate the test in a location with minimal distractions (e.g., study carrel or other quiet room) and/or noise</p> <p>A-4 Provide noise masking (e.g., white noise)</p> <p>A-5 Provide separate seating</p> <p>A-6 Accommodate lighting in the location</p> <p>A-7 Accommodate the test into separate sessions</p> <p>A-8 Accommodate the test with other school personnel present to assist student</p> <p>A-9 Accommodate the test with school personnel at the student's request</p>	<p>B. Scheduling and Timing</p> <p>B-1 Accommodate the test at the time of day that takes into account the student's individual needs or learning style</p> <p>B-2 Allow longer response time during writing when indicated (i.e., beyond accommodations) and if the administrator judges that the student can no longer continue the activity</p>	<p>C. Presentation Formats</p> <p>C-1 Braille</p> <p>C-2 Large-print version</p> <p>C-3 Sign language for student</p> <p>C-4 Test and directions read directly to student</p> <p>C-5 Screen reader or voice recording</p> <p>C-6 Student reads test aloud or teacher reads to student</p> <p>C-7 Transcribe directions in other language</p> <p>C-8 Provide non-visual or tactile test</p> <p>C-9 Visual map of test location</p> <p>C-10 Non-visual map of test location</p> <p>C-11 Braille or tactile test</p> <p>C-12 Braille or tactile test</p> <p>C-13 Braille or tactile test</p>	<p>D. Response Formats</p> <p>D-1 Student writing using word processor (typewriter or computer) (Standard process and format must be used; responses must be written on the Student Answer Booklet)</p> <p>D-2 Student using voice responses on separate paper (Standard process and format must be used; responses must be written on the Student Answer Booklet)</p> <p>D-3 Student writing using Braille (Student Answer Booklet must be used; responses must be written on the Student Answer Booklet)</p> <p>D-4 Student using voice responses on separate paper (Standard process and format must be used; responses must be written on the Student Answer Booklet)</p> <p>D-5 Student using voice responses on separate paper (Standard process and format must be used; responses must be written on the Student Answer Booklet)</p> <p>D-6 Student using voice responses on separate paper (Standard process and format must be used; responses must be written on the Student Answer Booklet)</p>
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Standard NECAP Accommodations

(August 2007)

Valid
Appropriate
Approved non-standard

Testing for Appropriateness

- Will the accommodation allow the student to fairly and accurately demonstrate what s/he knows and can do?
- Does the accommodation respect the integrity of the assessment and maintain its validity?
- Is the accommodation designed to produce equity rather than advantage?
- Is the accommodation familiar to the student, in her/his best interest, and respectful of her/his feelings?
- Does the accommodation make the best use of personnel and resources?

The Bottom Line

An assessment accommodation should *never* make it look like a student knows something s/he doesn't or can do something s/he can't.



Teaching versus Testing

Classroom Instruction	Statewide Assessment
It's about the <i>student</i> .	It's about school programs.
The learning context is narrow and specific.	The learning context is broad academic content.
Student progress is supported by the teacher with scaffolded instruction, modeling, prompts, encouragement...	Testing results reflect the student's <i>independent</i> capacity to demonstrate his/her learning.
Instructional plans are designed, implemented, and evaluated for a <i>particular</i> student or a particular group of students.	Testing protocols are all designed to measure standards <i>common</i> to 99% of all students.
Monitoring of student progress is on going and often informal. Adjustments are spontaneous and student specific, depending on a variety of factors.	Standardized assessment is a point in time formal evaluation. Any variances are pre-approved and follow strict guidelines.

IEPs and GEs

The PLOP Finder

What?

- A process for estimating a student's present levels of performance in relation to VT's Grade Level Expectations

Why?

- Accurate baseline + adult intervention and support (scaffolded direct instruction) = closing the achievement gap

Best Practice use of Released Items and Practice Tests

- **Langer, J.A. (2001)** *American Educational Research Journal*

Studied Two Approaches

- 1) Treated test preparation as a separate activity, involving practice tests and test taking hints.
- 2) Integrated test preparation with the curriculum by analyzing test demands and reformulating curriculum as needed to be sure that students would develop the knowledge and skills needed for strong performance on tests.

Test Preparation

What is supported by research?

Findings

- 1) **Low** performing schools treated tests as an additional hurdle, separated from curriculum. These schools spent the time practicing on old editions of the test, teacher-made tests and commercial tests.
- 2) **High** performing schools deconstructed and analyzed test items and content standards to understand the literacy skills, strategies, and knowledge needed for students to achieve higher levels of literacy.

Suggestions for using Practice Tests and Released Items

- 1) Practice Tests are most useful for familiarizing students with test format, item types, and test taking strategies.
- 2) Released Items are most useful when they are embedded in relevant instructional content throughout the school year.
- 3) Released student work samples and scoring materials can be used to illustrate and discuss more and less successful responses to test questions.
- 4) Share the information from the Teacher Tips document.


The best test preparation is good teaching and building a positive learning environment in the classroom.

Proctoring vs Picking

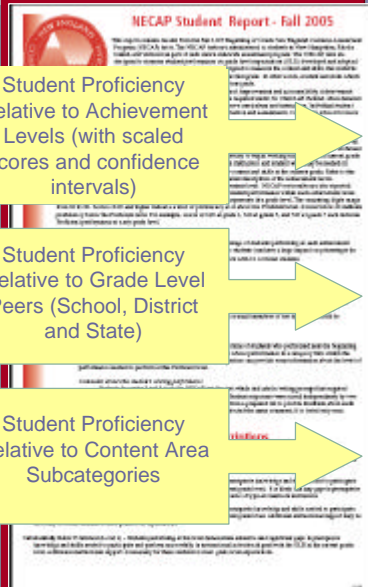
- *"Take a look at this test and see which ones you can do."*
- Reading- All sessions similar so first session is a good predictor
- Math- Calculator not allowed in first session so it is not a good predictor.
- Writing- First session contains multiple choice and any written response that is not 'totally incorrect or irrelevant' will score 1-4 points

Interpreting *NECAP* Results

- Understanding the purpose of the three sections
- Making sense of the available data



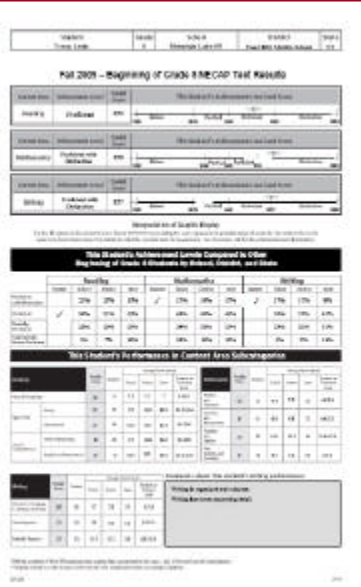
NECAP Student Report




Student Proficiency
Relative to Achievement
Levels (with scaled
scores and confidence
intervals)

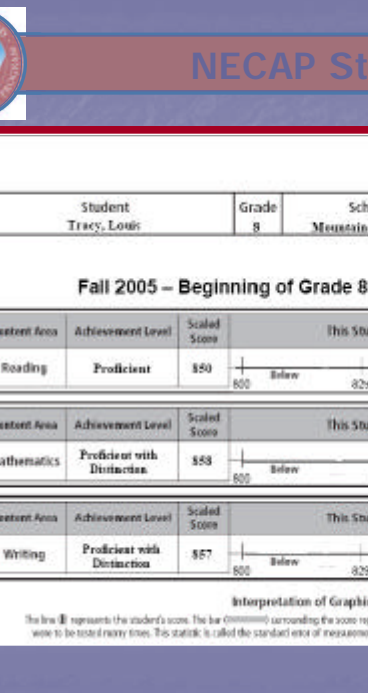
Student Proficiency
Relative to Grade Level
Peers (School, District
and State)

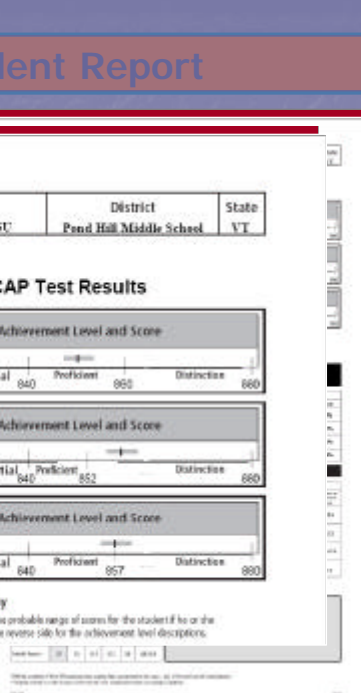
Student Proficiency
Relative to Content Area
Subcategories






NECAP Student Report







NECAP Student Report

Full 2008 – Beginning of Grade 8 NECAP Test Results


Grade 8	Mathematics	Reading	Writing
2008	17%	17%	8%

This Student's Achievement Levels Compared to Other Beginning of Grade 8 Students by School, District, and State

	Reading				Mathematics				Writing			
	Student	School	District	State	Student	School	District	State	Student	School	District	State
Proficient with Distinction		21%	20%	13%	✓	13%	19%	17%	✓	17%	17%	8%
Proficient	✓	54%	51%	52%		43%	40%	43%		56%	57%	47%
Partially Proficient		22%	22%	25%		24%	23%	23%		23%	21%	31%
Substantially Below Proficient		3%	7%	10%		23%	19%	19%		3%	5%	14%

Comments about this student's writing performance:

Writing is organized and coherent. Writing has some supporting detail.



NECAP Student Report

This Student's Performance in Content Area Subcategories

Reading	Proble Solving	Student	Average Item Score				Students at Proficient Level	Mathematics	Proble Solving	Student	Average Item Score				Students at Proficient Level
			School	District	State	State					School	District	State	State	
Academic Vocabulary	10	9	7.2	7.3	7	5.1-8.1	Writing and Organization	10	11	7.3	7.5	7.2	4.9-8.4		
Library	12	15	15	14.8	15.9	10.5-14.4	Writing and Organization	18	9	8.8	8.8	7.1	4.4-7.8		
Type of Text						10-12.8	Writing and Organization	27	29	16.1	16.3	16	12.4-17.4		
Level of Comprehension						10-12.4	Writing and Organization	18	10	5.1	5.2	4.9	2.5-8		
Analysis and Interpretation	14	17	15.7	15.2	12.8	10.5-14.5	Writing and Organization	18	10	5.1	5.2	4.9	2.5-8		

Comments about this student's writing performance:

Writing is organized and coherent. Writing has some supporting detail.

Writing

Writing	Proble Solving	Student	School	District	State	Students at Proficient Level
Structure of Language & Writing Conventions	10	10	7.7	7.8	7.5	6.7-9
Short Responses	12	30	7.6	7.4	8.8	5.6-10
Extended Response	15	11	11.1	11.1	9.4	6.8-11.9

*With the exception of Short Response writing items, reading items are reported in two ways - Type of Text and Level of Comprehension.
 **Student received no credit for parts of the test that were administered under non-standard conditions.

Network Dialogue

- Context
- Individual Survey
- Small Group Discussion
- Reporting

Discussion Format

- Complete survey individually (10 min)
- Use pre-coded group letter (A-J) to split to discussion groups. Each group is assigned a single discussion topic
- Discuss and chart key points (20 min)
- Regroup (5 min)
- Report out to whole group (25 min)

Discussion Prompts & Groupings

- **Groups A & B** Purpose – List two or more reasons and barriers to develop a special education network.
- **Groups C & D** Planning/Design – Discuss what the meeting would look like, i.e., length of time, who presents, number of sessions, DOE involvement, participants, etc
- **Groups E & F** Leadership – Describe the characteristics of teacher leaders you would want to host/develop/present at the network meetings
- **Groups G & H** Content – Discuss the type of information/content you would most like to see presented at a network meeting
- **Groups I & J** may self-select a topic

Where to find it

Vermont Department of Education Main Web Page

<http://education.vermont.gov/>

NECAP Accommodations Guide

http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/accommodations_guide_0807.pdf

IEPs and GLEs PLOP Finder

http://education.vermont.gov/new/pdfdoc/pgm_alternate/gle_locator_estimating_plop.pdf

Langer, J.A. (2001) American Educational Research Journal

NECAP practice tests and resource materials

http://education.vermont.gov/new/html/pgm_assessment/necap/practice_tests.html

Tips Sheet for Grades 3-4

http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/tip_sheet_grades_3-4.pdf

Tips Sheet for Grades 5-8

http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/tip_sheet_grades_5-8.pdf

Vermont Alternate Assessment Website

http://education.vermont.gov/new/html/pgm_alternate.html

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